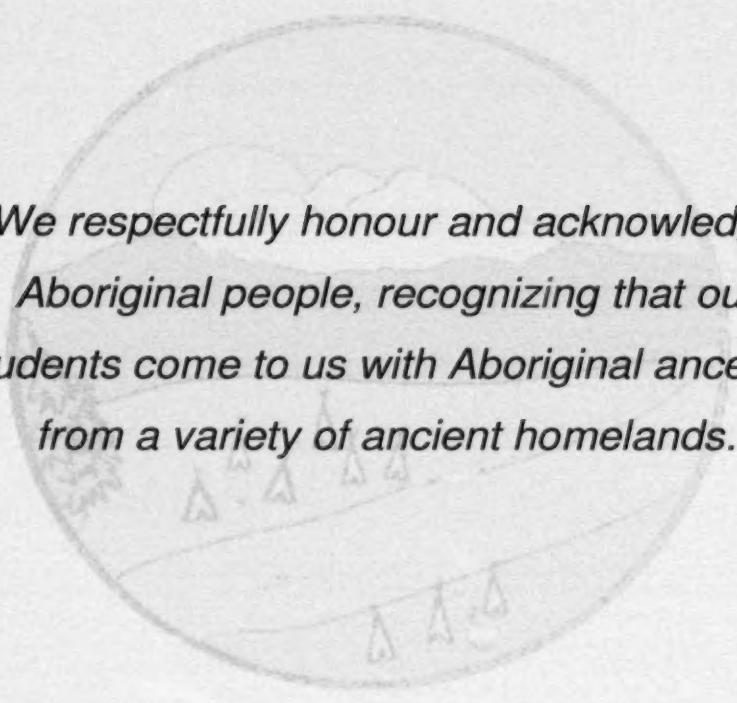


Aboriginal Education Enhancement Agreement Annual Report 2014 – 2015

"We envision Aboriginal students who are successful and confident; have pride in their cultural heritage, unique gifts, strengths and abilities. We are committed to a community that acknowledges honours and respects, the diverse culture of our Aboriginal students, families and Elders."

Revelstoke Board of Education

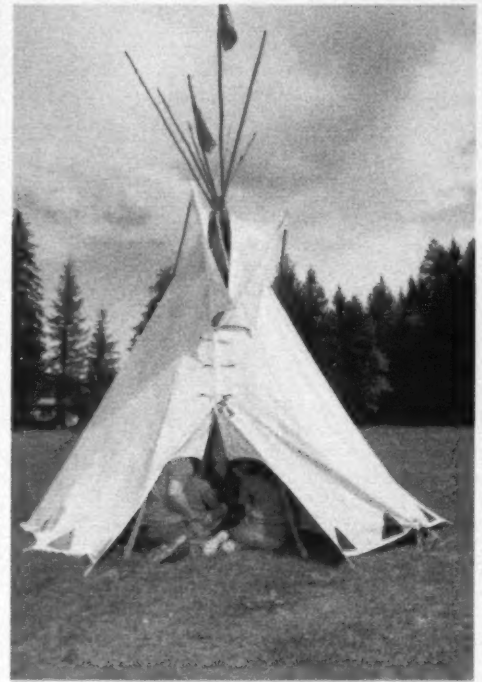




*We respectfully honour and acknowledge
Aboriginal people, recognizing that our
students come to us with Aboriginal ancestry
from a variety of ancient homelands.*

Foreword

The Revelstoke Board of Education has been fortunate to have a long standing Aboriginal Education Advisory Committee that works with high levels of collaboration and consensus. The committee works hard to honour the traditional teachings and wisdom of our Elders, the unique qualities of all of our Aboriginal students and the history and culture of the nations' territory on which we reside. Historically this committee has guided expenditures, programs and services supported by the Ministry of Education and oversees the enhancement agreement implementation process and annual report.



Story telling at Columbia Park Elementary

The Annual Report represents the work and the successes of our students on their learning journey.

"I remember when it wasn't cool to be Aboriginal in Revelstoke. It is now."

-Grade 12 RSS Student

The Aboriginal Education Advisory Committee

Our first Aboriginal Education Enhancement Agreement was signed on March 26th, 2010. Since that time, our Aboriginal Education Advisory Committee remains actively engaged to ensure that the consultation process continues and that the goals of the agreement remain at the forefront of our aboriginal education programs and services. We achieved a strong consensus formulating our vision for Aboriginal education.

The Enhancement Agreement represents a commitment between the School District of Revelstoke and the Aboriginal community to communicate and collaborate with the shared goal of improving the educational achievement of all Aboriginal students.

We envision Aboriginal students who are successful and confident; who have pride in their cultural heritage, unique gifts, strengths and abilities. We are committed to a community that acknowledges, honours and respects the diverse cultures of our Aboriginal students, families and elders.

2014/15 marks the fifth year of the implementation of our first Enhancement Agreement. The Aboriginal Education Advisory Committee began the planning work necessary to engage our community in the development of our second Enhancement Agreement in the 2014/15 year.

This has been the focus of much work in the past year. In the late spring of 2014, Grade 7 to 12 students met with students from the elementary schools to share their thoughts on the programs and services they had experienced. This work provided the starting point for our Enhancement Agreement process which began in the fall of 2014. We expect to celebrate the signing of our second Enhancement Agreement in the Spring of 2016.



The Aboriginal Education Advisory Committee meets monthly to plan events and review progress. Staff provide updates regarding the work in schools. Trustees provide highlights of that work at the regular board meeting table.

Thank you to the committee for the contributions to the lives of our students!

Committee Person

Michelle Cole
Ariel McDowell
Mike Hooker
Leslie Savage
Lisa Moore
Sherelle Anderson
Lissa Cancilla-Sykes
Dana Reaume
Kristine Howe
Kathy Bracken
Laura Stovel

Connection

Chairperson
District Principal, Aboriginal Education
Superintendent of Schools, School District #19
Trustee, Board of Education
Aboriginal Student Assistant
Aboriginal Student Assistant
Teacher
Teacher
Parent
Parent
Community Member



Aboriginal Student Enrolment

In British Columbia, an Aboriginal student is one who self-identifies (or is identified by parents or guardians) as being of Aboriginal ancestry. The term *Aboriginal* consists of people of First Nations, Metis, Inuit, Non-status and Status off-reserve.

In Revelstoke, Aboriginal ancestry is identified on a voluntary basis. By self-identifying, additional school-based programs may be offered.

Aboriginal Ancestry ~ 114 students, 12% of total enrolment as of October 17th, 2014



Students welcome community guests to an Aboriginal Open House at Revelstoke Secondary School



"What am I most proud of? The pride we hold in our ancestry. And being amazing!."

-Elementary Student

Mission Statement, Goals, and Indicators

Indicators

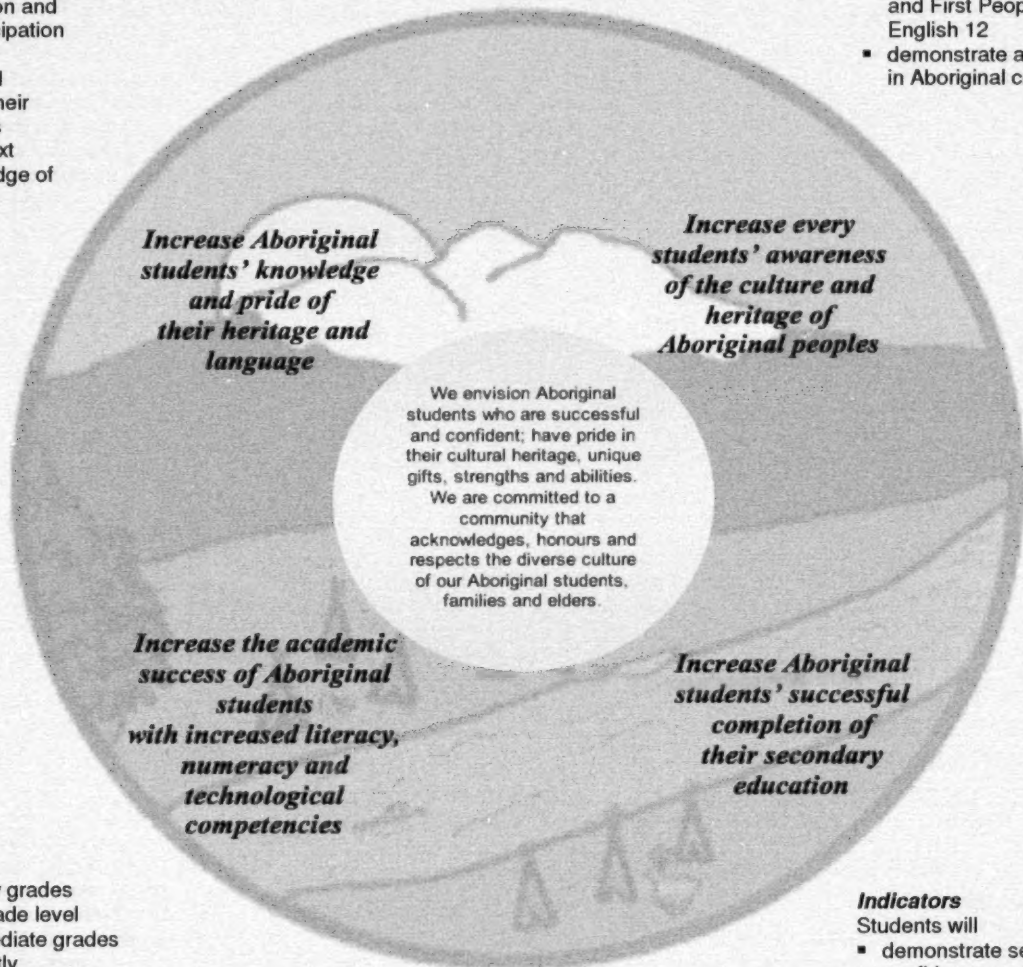
Students will

- demonstrate a willingness to be recognized through self-identification and voluntary participation in activities
- attain individual knowledge of their heritage and its historical context
- access knowledge of their language

Indicators

Students will

- participate in Aboriginal events
- enroll in First Nations 12 and First Peoples English 12
- demonstrate an interest in Aboriginal culture



Indicators

Students will

- leave primary grades reading at grade level
- leave intermediate grades reading fluently
- demonstrate competence in numeracy leaving the primary grades
- demonstrate competence in numeracy leaving the intermediate grades
- demonstrate competence utilizing technology
- demonstrate the motivation, confidence and skills to enroll in and successfully complete Math 12, English 12 and First Peoples English 12

Indicators

Students will

- demonstrate self-esteem, confidence and feelings of success
- successfully transition from grade to grade
- develop a plan to further their education training and/or entering the workforce
- achieve a Dogwood Diploma, School Completion Certificate, or Adult Dogwood Diploma

Progress Toward Goals

Goal: Increase Aboriginal students' knowledge and pride of their heritage and language

Commitment Statement

To increase Aboriginal students' knowledge and pride of their heritage and language, we are committed to

- enabling Aboriginal students to learn about and share their cultures with others
- building closer connections with Aboriginal families and communities
- inspiring and providing opportunities for all educators to become familiar with Aboriginal content, resources and strategies

Indicators

Students will

- demonstrate a willingness to be recognized through self-identification and voluntary participation in activities
- attain individual knowledge of their heritage and its historical context
- access knowledge of their language



Evidence

- ratio of participants in the blanket/sash presentation at the graduation ceremony

Performance Indicators / Evidence	Results
# of Graduating Aboriginal students who participate in the Blanket/Sash Ceremony	2007/2008: 10 of 10 2008/2009: 10 of 10 2009/2010: 9 of 9 2010/2011: 5 of 5 2011/2012: 4 of 4 2012/2013: 10 of 10 2013/2014: 8 of 8

- ratio of students who will identify specifically by their nation and history

Performance Indicators / Evidence	Results
# of Aboriginal students in grades K-7 who identify their heritage	2009/2010: 50 of 63 2010/2011: 36 of 73 2011/2012: 41 of 73 2012/2013: 42 of 64 2013/2014: 70 of 75 2014/2015: 68 of 73
# of Aboriginal students in grades 8-12 who identify themselves specifically by their nation and history – RSS	2009/2010: 19 of 39 2010/2011: 26 of 44 2011/2012: 24 of 44 2012/2013: 46 of 48 2013/2014: 33 of 42 2014/2015: 37 of 40

Strategies

- enhanced process for self-identification during registration and ensuring contact with Aboriginal Education staff
- continue to use parent and student information brochure
- distribute information to individuals regarding heritage
- provide educational experiences and opportunities for students to learn about their heritage
- identify local resources/people
- develop student genealogies
- determine the language needs of students
- actively encourage Elder mentorship

Outcomes

- number of students acknowledging and identifying their heritage has increased
- number of students involved in events is being tracked
 - number of events at RSS
 - number of participants
 - number of participants that were Aboriginal – total
- a list of Aboriginal resources is complete and will be reviewed by Aboriginal Education Committee
- a list of student's Aboriginal heritage is maintained
- Elder presence in schools
- students are supported as they explore their ancestry



Goal: Increase every students' awareness of the culture and heritage of Aboriginal peoples

Commitment Statement

To increase all students' awareness of the culture and heritage of Aboriginal peoples, we are committed to

- engaging all students in learning opportunities; showcasing and interpreting Aboriginal cultures and heritage

Indicators

Students will

- demonstrate interest and gain knowledge of Aboriginal cultures
- participate in activities that increase awareness
- enroll in First Nations12



"What does success mean? Feeling loved and safe so learning is easy."

-Parent of Aboriginal Student

Evidence

- description of events that provide for inclusive participation

Elementary Activities
▪ National Day of Healing and Reconciliation ▪ National Aboriginal Day Festival ▪ Recess/lunch programs - games - stories - developing knowledge of various aboriginal groups – Metis, West Coast, Inuit ▪ One on One support with assignments, reading or math skills ▪ Individual research projects ▪ Classroom development - identifying edible and useful plants walk (gr. 2,3,4) - R.H. Vickers art project (gr. 3-4) - talking stick projects (K, gr. 1/2) - Aboriginal governance study - storytelling - parent contact/support - Lake Country Ab Ed field trip - birch bark baskets - story dramatizing - butterfly/transformation stories/art project - bear stories/art projects ▪ Aboriginal Education Assistant's support classroom teachers to integrate Aboriginal content throughout the curriculum
Secondary Activities
▪ National Day for the Elimination of Racism Campaign ▪ Aboriginal Support Block 8 – smudge ceremony, pine needle baskets, talking circle, Project Career Exploration field trip ▪ Fruit and Vegetables Program ▪ Bursaries to graduating students ▪ Blanket gifts at grad ceremony ▪ One on One support ▪ Scholarship/Bursary information and support in applying ▪ Post-secondary information and support in applying ▪ Parent contact throughout the year ▪ Lunch Program ▪ Beading class ▪ Okanagan Indian Band Field trip ▪ Oral Narrative
First Nations 12 Activities
▪ Pine needle baskets ▪ Oral Narratives ▪ Smudge ceremony
Community Activities
▪ Carousel of Nations ▪ Red Sky Performers ▪ Embrace BC ▪ Building Tipi

"I like learning about my heritage and trying new experiences. I would like to learn some Aboriginal dances."

- Grade 11 Student

- enrolment in First Nations 12 and First Peoples English 12

Year	First Nations 12 Students	First Peoples English 12	Total Grade 12 Enrolment
06/07	45	n/a	107
07/08	29	n/a	86
08/09	35	0	91
09/10	28	0	93
10/11	18	0	81
11/12	24	0	91
12/13	27	0	90
13/14	27	0	86
14/15	21	0	85

Strategies

- provide a broad range of events
- continue to offer First Nations 12
- promote First Peoples English 12 through Distance Education – supported through Revelstoke Secondary School
- provide Aboriginal club at recess and lunch at elementary schools
- showcase Aboriginal posters, displays, announcements and awards
- update School District website link – minutes, Enhancement Agreement
- develop Aboriginal Education newsletter items for school newsletter
- continue presentations at elementary assemblies
- recognition of aboriginal protocol at key district events, and at all school assemblies
- Aboriginal student presentations/performances
- solicit student feedback regarding activities

Outcomes

- multi-age activities facilitated
- course completion rate in First Nations 12 reviewed
- First Peoples English 12 at Revelstoke Secondary School promoted
- provide a rich visual presence in schools
- update website with engaging visuals
- Aboriginal Education newsletter inclusions for each season (fall, winter, spring)
- monthly presentations at each elementary school
- Aboriginal protocol at special events: Elementary- Christmas concert, awards, Secondary- graduation, awards day, ground-breaking, National Day of Healing and Reconciliation, and Aboriginal Day
- Aboriginal Education presentations and performances during assemblies

"I'm grateful to know more about me and my history."

-RSS Student

Goal: Increase Aboriginal students' successful completion of their secondary education

Commitment Statements

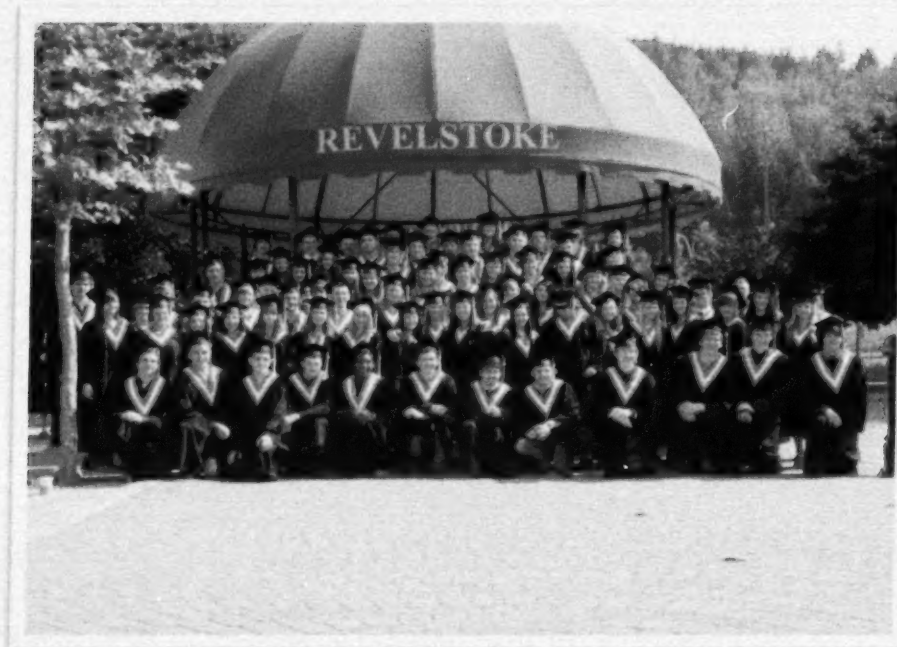
To increase Aboriginal students' successful completion of their secondary education, we are committed to

- supporting the social, emotional, cognitive, physical and spiritual individuality of Aboriginal students
- welcoming family involvement through a variety of activities
- acknowledging and embracing Aboriginal students' successes

Indicators

Students will

- demonstrate self-esteem, confidence and feelings of success
- successfully transition from grade to grade
- develop a plan to further their education, training and/or entering the workforce
- achieve a Dogwood Diploma, School Completion Certificate or Adult Dogwood Diploma



Each year the Aboriginal Advisory committee offers three Bursaries for Aboriginal students worth \$500.00 each. All students who are graduating are encouraged to apply. All students of First Nations or Aboriginal ancestry receive a gift of a blanket at the Graduation Ceremony. Metis students receive a gift of a sash. For girls, sashes are worn over the left shoulder, for boys, sashes are tied around their waists. The graduates receive the sash or blanket to recognize the hard work and effort put into achieving graduation.

Evidence

- ratio of Aboriginal students who transition to a higher grade

Transition to a higher grade from:	School Year	District	
		Total Students in Grade	Transition #
Grade 7	09/10	10	10
	10/11	11	11
	11/12	9	9
	12/13	9	7
	13/14	10	9
Grade 10	09/10	8	8
	10/11	9	9
	11/12	13	12
	12/13	7	7
	13/14	7	7
Grade 11	09/10	10	10
	10/11	7	5
	11/12	12	12
	12/13	11	10
	13/14	10	9



Performance Indicators / Evidence	Results
# of Graduating Aboriginal students pursuing post-secondary education	2009/2010: 4 of 10 2010/2011: 2 of 5 2011/2012: 1 of 4 2012/2013: 4 of 10 2013/2014: 2 of 8

- numbers of Aboriginal students who graduate with a Dogwood Diploma or a school completion certificate

Year	Total # of Aboriginal Students	Students Achieving a Dogwood	Students Achieving a School Completion Certificate	Adult Dogwood
08/09	13	10	n/a	n/a
09/10	10	7	1	2
10/11	7	5	n/a	n/a
11/12	4	3	1	0
12/13	12	10	0	0
13/14	8	6	1	1

Strategies

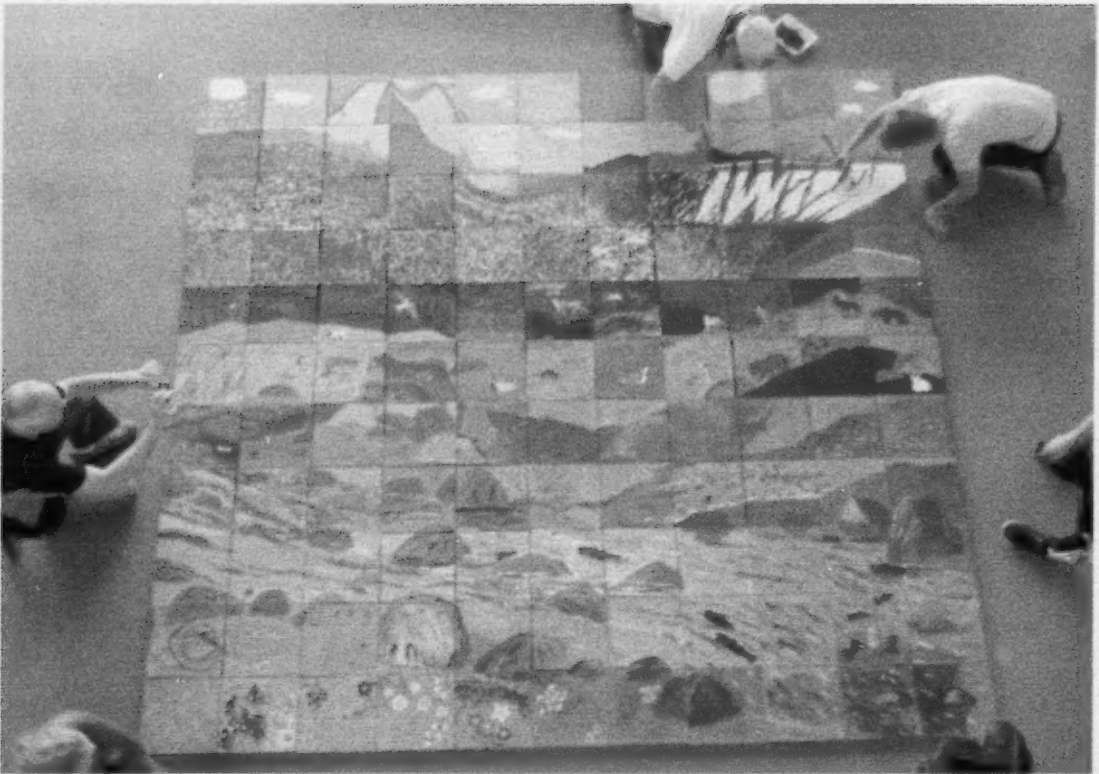
- provide teacher in-service related to self-esteem, confidence, instructional strategies, etc.
- determine individual student's motivation and passions and support students individual strengths
- provide individualized support to students
- broaden awareness of what is available – career awareness; financial supports; – and assist with applications
- provide advocacy as necessary
- ensure all Aboriginal youth have wrap around support services to be successful

Outcomes

- student attendance reports reviewed regularly
- opportunities for one-to-one interaction to determine motivation and passion
- regular meeting with Aboriginal Support Worker and administration to discuss student needs
- Aboriginal students attended post-secondary and career fairs
- students access links provided on Revelstoke Secondary School website to assist transitioning beyond high school
- a regular summary of advocacy efforts
- track and report assistance with applications to post-secondary annually
- number of eligible graduates increased
- graduation completion rates increased
- anecdotal data is collected for non-graduates to assist with planning
- ratio of Aboriginal students who have made an application for a scholarship/bursary or made an application for post-secondary education/training is increased

"I appreciate connecting with my culture, the support of the teachers, and the support of the students in our group."

-Grade 12 Student



"Connections"

In May 2014, 130 Revelstoke Secondary School students from grades 8 through 12 created this mosaic. It was part of a joint grant venture by the Revelstoke Arts Council and the BC ArtStarts in Schools Program. Teacher Lissa Cancilla and artist Jerry Whitehead asked the students to connect with a specific aspect of Revelstoke's landscape. The students took great pride and had a lot of fun 'connecting' with their environment and with each other. Mr. Whitehead created a grid from which each student created a piece of the puzzle. It was an incredibly rewarding experience for all involved!



Sturgeon Nosed Canoe

Wayne Louie, an engaging and knowledgeable teacher from the Lower Kootenai Indian Band, came to Revelstoke to help keep alive the ancient tradition of building sturgeon nosed canoes. Mr. Louie harvested many of the materials right here in our area. Over the course of three days, he and his assistant Iris Caye worked to assemble the canoe. Revelstoke students were able to observe and participate in this vanishing art form. Visitors to the Saturday Farmer's Market also got to observe a little of the process. The canoe will be on display in the entrance at Revelstoke Secondary School for all to enjoy.

Goal: Increase the academic success of Aboriginal students with increased literacy, numeracy and technological competencies

Commitment Statements

To increase the academic success of Aboriginal students with increased literacy, numeracy and technological competencies, we are committed to:

- identifying and addressing the individual wants and needs within each of our Aboriginal student's context.
- nurturing self-motivation to enhance individual successes.

Indicators

Students will:

- leave primary grades reading at or above grade level
- leave intermediate grades reading fluently
- demonstrate competence in numeracy leaving the intermediate grades
- demonstrate competence utilizing technology
- demonstrate the motivation, confidence and skills to enroll in and successfully complete
- Applications or Principles of Math 12, English 12 and First Peoples English 12



Evidence

- ratio of Grade 3 students reading at grade level

Performance Indicators / Evidence	Results
District Reading Assessment – PM Benchmarks, meeting or exceeding – Grade 3	2009/2010: 8 of 9 2010/2011: 8 of 8 2011/2012: 8 of 8 2012/2013: 6 of 8 2013/2014: 10 of 10

- ratio of Grade 7 students reading fluently

Performance Indicators / Evidence	Results
District Reading Assessment – G.O.R.T., meeting or exceeding – Grade 7	2008/2009: 6 of 10 2009/2010: 9 of 11 2010/2011: 10 of 12 2011/2012: 7 of 9 2012/2013: 8 of 9 2013/2014: 9 of 9

"Aboriginal Education gives me a chance to learn native things, and to make friends."

-Grade 10 Student

- ratio of Grade 7 students meeting or exceeding numeracy expectations on the Foundations Skills Assessment

School Year	# of Aboriginal Students Assessed	# of Aboriginal Students Meeting or Exceeding Expectations
08/09	12	10
09/10	10	7
10/11	12	7
11/12	7	2
12/13	9	7
13/14	9	8

- successful completion of Math and English at the Grade 12 level

Subject	School Year	# of Aboriginal Students	District	
			# of Aboriginal Students C- (Pass) or Better	# of Aboriginal Students C+ (Good) or Better
English 10	08/09	9	9	5
	09/10	6	6	2
	10/11	8	8	5
	11/12	9	7	5
	12/13	5	2	*
	13/14	11	10	6
English 12	08/09	7	7	5
	09/10	3	3	3
	10/11	7	7	6
	11/12	1	1	0
	12/13	9	9	4
	13/14	8	8	7
Mathematics 12	08/09	4	4	2
	09/10	1	0	1
	10/11	3	3	1
	11/12	0	0	0
	12/13	3	3	2
	13/14	2	2	2

Strategies

- provide individualized support
- provide in-service to staff regarding effective uses for technology
- facilitate on-line learning regarding culture and language
- develop technological competencies to support aboriginal programs
- ensure students have pre-requisite skills to ensure options beyond graduation



Outcomes

- students demonstrate meeting grade level reading levels on PM Benchmarks
- students meeting grade level reading levels on Grey Oral Reading Test
- students meeting or exceeding grade level achievement on end of year report cards
- students achieving C+ or better on end of grade 7 report card marks
- technology in-service provided for staff
- develop a list of suitable sites of Aboriginal resources for students
- technology is integrated and in Aboriginal programming
- monitor completion of the following graduation completion courses: English 10, Application and Workplace Math 10, Foundations of Math 10
- students are aware of course pathing in grades 10–12

"I like to learn about Aboriginal culture. I didn't know lots of the things we've learned in Aboriginal Education."

-Grade 4 CPE Student

Summary

Our fourth Aboriginal Education Enhancement Agreement Annual Report describes our many accomplishments in Aboriginal Education. It is reflective of the high levels of engagement from community, staff and students. We are proud of the increasing number of students who have identified their own heritage. This is indicative of the increasing level of pride our students of aboriginal ancestry have in their history, and the high levels of respect demonstrated by their non-aboriginal peers for aboriginal culture.



We look forward to completing our 2nd Enhancement Agreement during the 2015/16 school year. The ongoing success of students of Aboriginal Ancestry continues to be a source of pride in Revelstoke.